Assessment Strategies for Professional Development Activities, J. Wilde, EAC West, March 1996

Assessments for Professional Development Activities

When providing professional development activities for educational personnel, there are three areas in which assessment is necessary. These three areas are the focus of the rest of this document. The assessments should measure the success of the program in providing the information and strategies of English language development, Sheltered content, and bilingual instruction. When scoring the assessments, items should come from the curriculum as well as the program staff; rubrics will have to be carefully developed to ensure that scoring is appropriate.

Assessment of program implementation refers to the necessity of ensuring that the program has merit and does provide requisite information to participants in a manner that is appropriate and useful. Methods for eliciting such information from participants include

- checklists,
- rating scales, and
- interviews, focus groups, and surveys.

Items can be developed regarding program development and the content of the program. Sample items for these assessments are presented in Figure 2.

In assessing the implementation of the training procedures on a periodic basis, the program staff can continue to do what participants find helpful and begin changing what does not seem to be working. However, it must be remembered that in some cases an unpopular activity will have a crucial purpose in the training and will need to be continued--its introduction and explanations might be modified though.

Figure 2.
Sample Items for Program Implementation

Checklist Items *To be completed by program staff*		
A syllabus has been constructed for the program.	Yes	No
Program staff monitor participants' progress by observing them in their schools.	Yes	No
Program staff return assignments quickly with comments and feedback.	Yes	No
The program was developed based on a needs assessment of potential participants and their supervisors.	Yes	No
Program staff using different instructional techniques depending upon the topic.	Yes	No
Survey Checklist		
I have received a copy of the program syllabus.	Yes	No
Program staff use a variety of means for sharing their knowledge (lecture, readings, role-playing).	Yes	No
Based on the syllabus, it appears that the program will meet my needs.	Yes	No
The program staff have been to my school to observe me in class.	Yes	No

The program staff provide positive feedback and support.	Yes No

Rating Scale

Please circle the response that describes your opinions about the training activities in which you are participating: Definitely (D) Somewhat (S) Not especially (NE) No (N).

The syllabus is clear and thorough.	D	S	NE	N
Program staff members have provided me with information based on observing me in my classroom setting.	D	S	NE	N
The content described in the syllabus is what I need to be an effective teacher for English learners.	D	S	NE	N
The program staff offer opportunities for practicing what we learn before we go into our classrooms.	D	S	NE	N

Interview and Focus Group Questions

What are some of the most positive aspects of the staff development activities in which you are participating? Are there problems with the training?

Does the staff seem well prepared? Are their instructional techniques appropriate to the topic and the audience? What could be improved?

What procedures do the staff use for monitoring your progress? Do they provide supportive, positive feedback? What could be improved?

Scoring these assessments may not be necessary. Indeed, these assessments probably will be used for informational purposes rather than to test participants' views of the program. Scoring will consist of ensuring that a large majority of the participants indicate "yes" on checklists and agree ("definitely" or "somewhat") with survey items. If this is not the case, the program implementation may need modification.

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Ongoing, informal evaluation of each participant's progress toward meeting the objectives of the program is essential. Staff development programs should utilize one or more ongoing, informal evaluation procedures by which each participant's knowledge and skill development is monitored periodically. The ongoing evaluation focus should be on each participant's (a) knowledge of professional content presented during the program, and (b) demonstrated ability to successfully implement the strategies and techniques taught during the program. Observation, monitoring, and feedback of each participant's efforts should provide the basis for ongoing informal evaluation as the program proceeds.

Special assistance should be provided to individuals, where needed, to ensure the successful acquisition of the knowledge and skills offered by the staff development program. If participants are not gaining the skills necessary, program staff must be aware of this immediately; if participants are gaining skills more quickly than had been anticipated, program staff also need to know this so they can move on to another topic. In addition, identifying problems within the program can help to ameliorate them before they are fatal. Assessment techniques that can elicit the information include:

- surveys,
- observation checklists,
- rating scales, and
- self-assessments.

Surveys will provide information about how participants feel about the program. Self-assessments may assist participants reflect upon their needs and skills, but they should not be used to measure actual progress. Observations checklists provide a relatively quick method for assessing student progress, and do not require another "test" of participants. Rating scales will provide more in-depth information. Sample items are included in Figure 3. Again, a minimum of 10 items is needed to ensure validity and reliability; more items are preferable.

Figure 3.
Sample Items to Measure Participants' On-going Progress

Survey Items

How effective was the peer-coaching (*or any other particular skill*) you received?
If you have begun to systematically apply the new skill, have you noticed any impact on students?
What kind of additional training or activities in this area would be useful to you?
Will you continue to use this skill after the development activities are completed?

Observation Checklist
To be completed by a trained observer from the program's staff.

The program participant	Yes	No
paused adequately between phrases or statements to allow time for thought-processing in English.	Yes	No
limited the use of idiomatic expressions.	Yes	No
enunciated clearly.	Yes	No
expected all students to participate and called on them in an equitable manner.	Yes	No

Rating Scale
The following items are written to be completed by an observer. With small changes, it could be used as a self-assessment.

Rate the following descriptors--they may depict the participant **most of the time** (3), **sometimes** (2), or **rarely** (1). MT S R

The program participant	MT	S	R
uses a slower but natural speech rate.	3	2	1
gives clear step-by-step instructions.	3	2	1
focuses on the content or meaning of student responses, not on the pronunciation or grammatical accuracy.	3	2	1
allows students' use of primary language to aid comprehension.	3	2	1

Self-Assessment
Rate the following statement on a scale from 1--the lowest level of agreement, to 4--the highest level of agreement with the statement.

I precede reading and writing activities with listening and speaking activities.	1	2	3	4
I make frequent comprehension checks using different questioning types.	1	2	3	4
I wait at least 5 seconds after calling on an English learner to respond.	1	2	3	4
I use gestures, facial expressions, and pantomime to dramatize meaning.	1	2	3	4

It should be noted that peer coaching is a valuable technique, but usually is not assessed. In many cases, the two individuals will negotiate regarding peer coaching and inform one another of what skills should be monitored and commented upon. As an approach to assessment that can be utilized successfully, we recommend that criteria for peer coaching be developed, then an observer can use a checklist to ensure that the peer coaching is being used successfully. Another approach would be to develop criteria for peer coaching, then have an observer determine whether the peer coaching was used effectively. Example items for demonstrating peer coaching, and a possible assessment of peer coaching, are included as Figure 4.

Scoring these assessments will be important. Observation checklists and rating scales should be utilized on a periodic basis. More "checks" and/or higher ratings should be seen as the program continues -- i.e., knowledge and skills should increase. Survey items can be used for informational purposes -- do participants feel they need more information or assistance? Do they feel comfortable with the knowledge/skills? Self-assessments should not be scored, but should be used as self-reflection for participants.

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Peer coaching is a valuable technique, but usually is not used as an assessment method; indeed Peterson (1995) specifically **dis**courages most peer evaluations. In many cases, the two individuals will negotiate regarding peer coaching and inform one another of what skills should be monitored and commented upon. As an approach to assessment that can be utilized successfully, we recommend that criteria for peer coaching be developed, then an observer can use a checklist to ensure that the peer coaching is being used successfully but not to evaluate the peer coaching *per se*. Another approach would be to develop criteria for peer coaching, then have an observer determine whether the peer coaching was used effectively. Example items to evaluate the overall technique are included in Figure 4.

In a good assessment/evaluation system, some of the instruments used for on-going assessment also are used to measure the outcomes at the end of the program. In this way, there is continuous documentation of participants' skills. By utilizing this data in the evaluation, a thorough, in-depth report on the program is possible.

Figure 4
Sample Items for Peer Coaching

Example Items for Peers to Utilize

Directions: Provide supportive feedback for your colleague on the Sheltered Content strategies which she *or he has asked you to focus on during this classroom observation. Write specific examples, comments, or questions which you want to be sure to discuss during your post-observation meeting.*

Area to be observed/sample keys to look for:

Provide simplified English input

Use a slower but natural speech rate; enunciate more clearly.
Exaggerate intonation at times to emphasize key words and phrases.
Provide definitions, examples, synonyms, antonyms, or other clues for challenging concepts and words with multiple meaning.
Add redundancy, using examples, anecdotes, expansions, and paraphrase.

Observations and questions:

Support verbal explanations with context clues.

Provide visuals to clarify key concepts: pictures, photos, films, chalkboard illustrations, diagrams, outlines, charts, maps, globes, models, and real objects. Distribute models of completed assignments that students can emulate.

Observations and questions:

Encourage student interaction and active participation.

Build in opportunities for students to work with a partner or a small group.
Elicit responses to student questions first from fellow classmates.
Expect all students to participate and call on them in an equitable manner.

Observations and questions:

Example Items for Observer of Peer Coaching

Directions: The purpose for this observation is to ensure that the technique of peer coaching is being utilized optimally. Check those items that you see during your observation of the peer coaching pair.

The pair met before class to determine skills on which to concentrate. __ Yes __ No

The observer fo the pair watched carefully, but remained unobtrusive. __ Yes __ No

The observer kept notes of positive and negative actions. __ Yes __ No

The teacher os the pair worked without watching the observer. __ Yes __ No

The pair met after class to discuss the interactions in class. __ Yes __ No

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Assessment of participants at the conclusion of the program must utilize a valid and reliable procedure -- both knowledge and skills are assessed at the conclusion of the staff development program. The assessment procedure should include the results of ongoing monitoring and feedback, as well as a general evaluation of each participant's learning of the professional development content. The assessment procedure should focus on the most important skills and knowledge presented in the program, and should be flexible, multi modal, and experiential. Successful completion of the assessment should be an essential part of the completion of the program. This calls for a final overall assessment of participants' success. Such assessments should be numerically-based so that gains and mastery can be identified specifically. In addition, it implies that an evaluation of the program must be completed. This evaluation is a summary of assessments utilized for all three of these guidelines plus final assessments of skills.

It will be especially important to use several means of assessing knowledge at this point. The program will provide a certificate to successful participants; this certificate should be transferable to employment in other areas of the state. Thus the assessment must be a fair, universal measure of the participants' knowledge and all involved (training program staff, participants, and potential employees) must agree on the key skills to be assessed and the requisite skill level.

The key issues within this area are summarized in the sentence: "Successful completion of the assessment shall be an essential part of the completion of the program." The clear implication here is that an appropriate certificate or license can be presented to participants only if they can demonstrate ability to use Sheltered content and/or English language development approaches to educate English learners. The cleanest way to do this is to (1) develop an assessment measuring knowledge of the techniques demonstrated and utilized during the training program; (2) determine a method to ensure that participants are utilizing these procedures in the classroom; (3) determine pass/fail scores for the combined measures as well as a "need more information" bandwidth of scores; and (4) look at other assessments of progress as necessary. A fuller explanation of this process follows.

Measuring knowledge is the first step in the process. Participants must have knowledge before they can exhibit expertise. Program staff should determine the key issues, concepts, and facts that participants should exhibit to demonstrate mastery of English language development and/or Sheltered content techniques; theory and research related to English language development, Sheltered content; and/or bilingual instruction; cultural issues,;second language learning; and so on. Some of the methods by which such summary knowledge can be assessed include:

- CRT on the knowledge provided during the program,
- perhaps an NRT if one is identified,
- a written assignment that covers the topics of the program, and
- lesson plans incorporating appropriate techniques.

Sample items are included in Figure 5.

Utilizing the knowledge provided during the training program is a separate issue. Participants must demonstrate that they have a new repertoire of skills for teaching English learners in order to receive a passing grade or an appropriate certificate. Some methods for assessing skills include:

- creating a lesson plan for a given student or class,
- student achievement data,
- observation checklist, and
- video demonstration.

The lesson plan might be utilized be describing a particular hypothetical student, providing a student profile, and asking that a lesson be created for that student. Participants might demonstrate that students are performing better in their classrooms -- and that students' improved performance is due to their own (the participant/teacher's) improved skills. Observation checklists and rating scales as well as video demonstrations that are carefully observed and rated are clear methods for ensuring that knowledge is used. Sample items are included in Figure 6.

Figure 5.
Sample Items for Measuring Knowledge

CRT Items
Items should be developed based on the specific knowledge provided during the training. Below are some example items which ***may*** *be appropriate.*

A key factor in Sheltered content in English is

a. providing students with simplified English and simplified content.
b. providing students with an English-speaking model by lecturing as much as possible.
c. providing students with simplified English, but ensuring a challenging content.

According to California guidelines, Sheltered content techniques are appropriate for

a. all curriculum areas, regardless of English skills.
b. math and elective courses for students with some, intermediate English skills.
c. language arts and history/social science for students with advanced English skills.

Written Assignment: Lesson Plan

Read the case study provided to you of Student A. Describe the optimum curriculum for this student.

A. Describe the ELD component: what should be the emphasis? What should the student and teacher b doing? What type of approach should be used and why (theoretical rationale)? What materials should b used?
B. Describe the language arts/literacy program. Which language should be used for instruction, L1 or L2, ad why? Include theoretical rationale and your knowledge of the past literacy instruction received by the student. What approach should be used, and why? How would the skills of listening, speaking, reading, ad writing be integrated?

C. Describe the content areas of math., science, and history/social science. What level of each should the student receive, and why? How should the student be grouped and why? (Think of bilingual, Sheltered Content, and English language classrooms.) What adaptations would be necessary for this student? What role does the student's L1 and culture play? What native language resources would you use and for what purpose?
D. What are the needs of the student in terms of the development of self-esteem and cultural awareness? What activities need to take place and how would they be incorporated into the curriculum?

(Note: This type of assignment is best if the program has involved the participant in similar assignments on previous occasions.)

Self-assessments should not be utilized as a method of measuring success since they tend not to be reliable indicators. However, it may be helpful to compare what participants feel their doing with what trained observers see them doing. Observation checklists and rating scales as well as video demonstrations that are carefully observed and rated are clear methods for ensuring that knowledge is used.

Figure 6.
Sample Items for Measuring Skills

Observation Rating Scale #1

Please indicate the box that describes the knowledge and experiences with this English language development/Sheltered content program exhibited by this participant.. Use the options

Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD).

	SA	A	D	SD
Begins lecture with a brief review of the main ideas covered previously.				
Integrates Sheltered content skills into repertoire of teaching strategies.				
Uses shorter sentences with simpler syntax.				
Reviews frequently while teaching a topic.				

Observation Checklist and Rating Scale #2

*After observing the participant in the classroom and reviewing lesson plans for one week of class, rate the following items on two scales. First, whether the item is **Usually true (UT)**, **Frequently true (F)**, **Sometimes true (S),** or **Not true** (N). Then is the participant **Effectively (E)** using this technique or does s/he **Need More Training (T).***

E	T	Provides modeling and training for assignments.	U	F	S	N
E	T	Designs topically-focused lessons and activities which integrate language, concepts, reading, writing, and study skill development.	U	F	S	N
E	T	Adds redundancy, using examples, anecdotes, expansions.	U	F	S	N
E	T	Identifies and explains lesson objectives, major concepts, and critical academic vocabulary for students to aid them in following the lesson.	U	F	S	N

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Determining pass/fail scores will be important and must be done with consistency. At least two methods for scoring are possible. The first assumes that the newly skilled teachers should perform like those who are experts already, comparing their scores to "master" teachers. The second approach sets a pre-determined cut-off score that program staff believe is appropriate based on the program taught. Each technique involves several steps.

For the expert comparison approach, the district must first identify English language development/Sheltered content/bilingual "master teachers." These master teachers should be asked to complete the summary assessments proposed for knowledge and utilization of skills taught during the professional development program. A minimum of five should complete each measure (to minimize their time commitment, the same group of five need not complete all assessments). Next, the average score for these master teachers should be calculated. This will become the "passing" score for the assessments. (Example: groups of six teachers complete the assessments. Their scores range from 70% correct to 85% correct, with an average of 80% correct. Participants receiving 80% or more "pass" the course -- receive a certificate or other indicator of success. Participants receiving less than 80% do not receive "pass.")

This is similar to a norm-referenced approach to scoring. The current master teachers are the "norm group." Participants must meet, at a minimum, the average norm group score to pass the program.

For the mastery approach to scoring the assessment, the program staff, working with experts in the fields of English language development, Sheltered Content, bilingual instruction, and with master teachers, would determine a passing score that they feel is appropriate. "The term *mastery test* connotes a high ability in performance on a test, a 'mastery' of the content ... [participants] either have mastered the skill [and knowledge] (and will get all or nearly all items right) or they have not (and will get few items right)" (Smith, 1977, p 14). For instance, 90% correct frequently is considered as "mastering" the topic.

This approach is criterion-referenced. The criteria of answering most items correctly (at least 90%) is set in advance. Those who do not reach the criterion score of 90% correct are not considered successful and do not "pass" the progress. While scoring in such a manner is somewhat arbitrary (why 90% rather than 85% or rather than 93%?), sources can be identified that suggest appropriate cut-off scores for CRTs (C.F., Smith, 1977). These sources should be identified and cited as the reason that the cut-off score was determined.

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Looking at other information acknowledges that some participants cannot take some types of tests, some people may misunderstand assignments or test items, that some people may attempt the assessment even though they may not feel well that particular day, or that, as asserted by Jaeger and others, "setting a cutoff score that supposedly divides examinees into two distinct categories -- the competent and the incompetent -- is ... unrealistic and illogical" (1986, p 194). More importantly, this methodology acknowledges that tests and assessments cannot be written perfectly and thus are open for mistakes on the part of test-taker and test-scorer -- mistakes that are not reflective of the test-taker's actual skills or knowledge level.

Creating bandwidths is a simple methodology that creates "pass" and "fail" scores, but also sets a middle group of scores for which further information is sought. In the Expert Comparison Approach, the first example provided above, those participants receiving above 80% on the assessment still "pass" the professional development program. Now those receiving below 70% -- the lowest scores received by a current master teacher -- on the assessment would not receive a "pass." The group of participants who score between 70% and 80% are in a "gray area," or bandwidth, for which further information is necessary before a pass/fail decision can be made. This range of minimally acceptable scores, those scores below the master group's average score, but at least as high as the lowest master teacher's score, is the bandwidth of scores that will require further information about skills and knowledge before a certificate or "pass" can be awarded.

In the second example provided above, the mastery approach, 70% correct may be considered as minimally acceptable to show some understanding of the topic; 90% correct still is the criterion for an "absolute" pass. Those participants scoring between 70% and 90% would be in the gray area requiring further information. For these students, further measures of competence might be necessary. Other techniques for obtaining information include a review of the work completed for the class, a review of classroom observations already completed, an interview with the person, evaluations from a supervisor or parents with whom the teacher works, and/or retaking the assessment.

A second methodology creates a table to determine whether a participant passes or fails the overall program. This table would indicate a series of assessments that a participant attempts in order to acquire enough "points" to pass the professional development program. An example table is provided in Figure 7. It should be noted that this table could take many other forms, and include many other items. The participant's work is reviewed, then given a holistic scores of "very complete," "somewhat complete," "minimally acceptable," or "not acceptable." (If the standard grades of A-F are given to participants, these holistic scores might correspond to grades of mostly A, mostly B, mostly C, and mostly D-F, respectively.) The various types of work then are assigned weights, based on their importance in the curriculum. Because many programs require summative, end-of-program, assessments, these are given the heaviest weighting in the example table. Looking again at this table, a participant would receive a total of 160 points if all his/her work was "very complete;" a total of 32 points if all work was "minimally acceptable." In order to receive the 100 points required to pass the program, the participant must, at a minimum, provide "somewhat complete" work in any 7 of the 8 areas, and "very complete" work in the eighth area. NOTE: weigh tings and evidence of success can be changed based on the needs of the program and the actual work required within the program. Also, each assignment is not reviewed, but the assignments as a whole. For instance, if eight homework assignments are given, each of the eight is not reviewed and given a 1-5 score, but all eight are reviewed as a whole and given a 1-5 score.

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Portfolios are a method for organizing the materials of program participants. Portfolios can serve as a repository of materials to demonstrate achievement and readiness to progress through the curriculum. They can be empowering, can provide important information to program staff and school administrators, and can show achievements in a practical manner. However, certain key elements must be in-place.

Table 7.
Example Weighting Table to Determine Pass/ Fail of Program

When reviewing the participants' work across the semester, change all scores to

Very complete work	Give the student 5 points
Somewhat complete work	Give the students 3 points
Minimally acceptable work	Give the student 1 point
Work not acceptable, or not turned in	Give the student 0 points

"Points given" are all assignments in a particular area (e.g., all homework). Multiply "points given" by the "weighting" in the next column. Sum these points at the bottom of the right-hand column.

Evidence of Success	Points Given	Weighting	Total Points
End-of-program Assessment of Knowledge	__________	x 8 =	______
End-of program Assessment of Skills	__________	x 8 =	______
Homework assignments	__________	x 2 =	______
Observation checklists of ELD	__________	x 4 =	______
Observations checklists of SDAIE	__________	x 4 =	______
Peer Coaching used appropriately	__________	x 2 =	______
Written assignment on	__________	x 2 =	______
Classroom demonstration	__________	x 2 =	______

Sum the points ______

Note: 160 points is possible. Participant must receive 100 points to pass the SB 1969 course.

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1. Portfolios must be systematic, purposeful, and meaningful; they must have a clear purpose. The portfolio is not just a collection of work; each piece must demonstrate growth and achievements.
2. Portfolios should exhibit self-reflection and judgement.
3. Portfolios must interact with the curriculum. They must contain work that demonstrates a variety of tasks measuring the same skill and demonstrate a link between those tasks and curriculum objectives.
4. If portfolios are assessed (this is not a necessity, but should be determined based on the purpose of the portfolio), it must be assessed reliably. Criteria must be set so that administrators, staff, and participants can all agree on what a good portfolio is.

The issue of grading a portfolio is quite controversial. Some authors suggest that all items in a portfolio should be assessed, but not the portfolio itself and some authors suggest that specific items in a portfolio should be assessed, but not necessarily the portfolio itself. Finally, there are those who do feel that criteria should be set up so that the portfolio can be assessed. If the last method is followed, we believe that the criteria for assessing the portfolio should be holistic (that is, a general impressionistic grade such as "expert"--indicating mastery of most of the concepts, "master"--indicating mastery of key concepts, and "novice"--indicating that some of the key concepts are not yet in-place). Some research indicates that the greater the number of items in a portfolio, the more difficult it is to reach consensus on a grade. Some good works about portfolios include those by Belanoff and Dickson (1991), Bird (1990), De Fina (1992), and

Graves and Sunsten (1992)--while most of these are about student portfolios, the concepts of portfolios will be the same, whether they are used to assess student performance in school or teacher performance in a training program.

An important feature in most successful portfolios is a table of contents. This is the best way to ensure that everyone knows what should be in the portfolio, and whether there are dates by which some materials should be included. A sample table of contents for a portfolio that would be appropriate for this type of staff development is included in Figure 8.

Figure 8.
Sample Portfolio Table of Contents Table of Contents

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The following materials should be included in this portfolio. A box is provided to check as each piece is entered. Note that some are dated.

4 Classroom observation checklists completed by program staff

__September	__October	__November	__December
3 Self-assessment rating scales			
__Beginning of program	__Middle of Program		__End of program
3 Lesson Plans indicating how English language development/Sheltered content techniques will be utilized, scored by staff using a rubric			
__Lesson 1	__Lesson 2		__Lesson 3

__Survey of skills completed in mid-October (this might be similar to the sample assessment show in Figure 2 of this document)

__Written assignment on____

__CRT completed at end of program

Recently there has been some interest in utilizing portfolios as part of the hiring process for teachers. Presumably, each applicant for a position would present a portfolio to the hiring district that would demonstrate her/his capabilities. This will work best if each district creates a table of contents, or a listing, of the types of materials required. Such a listing might include items such as

transcript from credentialing college or university, syllabi for special courses or certificates received, a written statement about the applicant's goals as a teacher, and so on. Bird (1990) identifies three types of portfolio entries: (1) produced by the teacher, (2) jointly produced, and (3) produced by others--all of which might be developed through informal norms, mixed sources, or formal prescriptions. Figure 9, from Bird's work, suggests entries for a teacher's portfolio. An appropriate portfolio for teaching applicants might include items from several of these suggested categories.

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Figure 9.
A Teacher's Portfolio

Entries Produced:	with Guidance from:		
	Informal Norms	Mixed Sources	Formal Prescriptions
Mainly by the teacher	**Elective Entries:** draft class handouts; a test being written; test results to interpret; the teacher's report on a special project	**Guided Entries:** teacher's written presentation of a lesson plan and materials; an annotated collection of student evaluations	**Required Entries:** an application for employment; a questionnaire on participation in continuing education
Jointly by the teacher and others	**Collegial Products:** notes on a consultant; a unit planned with a colleague; an exchange of notes on a point of teaching	**Negotiated Entries:** joint documentation of teaching practices; joint review of student products; professional development plans	**Proctored Entries:** situated performance assessments, e.g., of test construction, questioning, marking student papers
Mainly by others	**Commentary:** letters of recommendation; informal observation notes; parents' notes of praise	**Attestations:** structured reports or ratings of observations; surveys of students or parents; record of a structured interview	**Official Records:** diploma, license, certificate, records of employment and service, records of continuing education

In conclusion, Preistley (1986) suggests a three-tiered approach to certification: (1) a measure early in the program that ensures participants have the minimal background and knowledge to be successful English Language Development/Sheltered Content/Bilingual teachers, (2) an assessment at the end of the program that measures content knowledge that will allow provisional certification, and (3) a classroom observation to help the participant continue the growth process and determine whether final certification is appropriate.

The key to this portion of the assessment is that failing one high-stakes assessment should not be the sole method of determining that a student should fail, or not receive a Certificate of Completion for, the program. Additional information may convince the program staff that the Certificate is appropriate; the participants should be given such an opportunity. However, it also should be remembered that some participants will fail the program. Results reported to participants should include some diagnostic information (Vorwerk & Gorth, 1986). A brief listing of strengths and weaknesses will help the participant and program staff to determine areas for further growth and remediation.

All results of the training program should be reported to several key stakeholders: (1) participants themselves, (2) program staff, (3) districts and other local offices of education, (4) state legislators, (5) the teacher credentialing offices, and (6) the state Department of Education (modified from Folks, 1986).

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